PSYCHOLOGY ENTRANCE EXAMINATIONS

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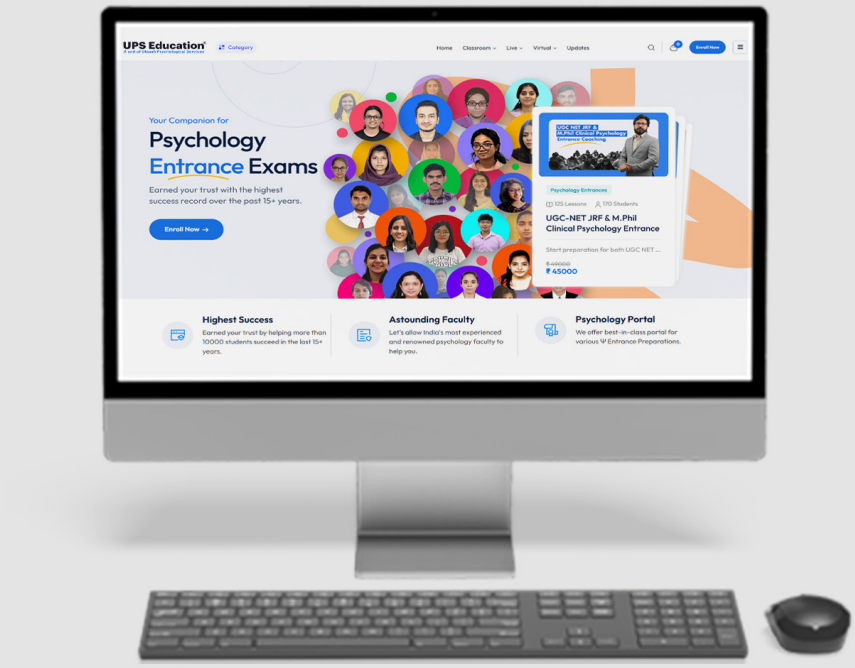

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Practice Set-III

Explanations

1. (b) a lack of holism.
Explanation: This criticism suggests that the theory is not a unified theory, meaning that its different aspects may not be fully connected or integrated into a single explanation. For example, researchers have struggled to find connections between observational learning and self-efficacy within the social-cognitive framework.

2. (b) behavioral; cognitive
Explanation: The hopelessness of depression combines the behavioral and cognitive perspectives. Behavioral aspects may include learned behaviors and responses, while cognitive aspects involve negative thought patterns and beliefs that contribute to feelings of hopelessness.

3. (d) both (B) and (C)
Explanation: According to the interference model, poorer memory for the middle of a list is due to both proactive and retroactive interference. Proactive interference occurs when earlier information disrupts the recall of later information, affecting items in the middle. Retroactive interference happens when newer information affects the recall of earlier information, again impacting the middle items.

4. (d) -1.00 and +1.00
Explanation: The correlation coefficient, typically denoted as , measures the strength and direction of a linear relationship between two variables. It ranges from -1.00 to +1.00. A value of -1.00 indicates a perfect negative linear relationship, +1.00 indicates a perfect positive linear relationship, and 0.00 indicates no linear relationship.

5. (b) between-groups experiment.
Explanation: In a between-groups experiment, different groups of subjects are exposed to different levels of the independent variable (in this case, the amount of practice time). The psychologist manipulates the practice time to observe its effect on accuracy, making this an experimental study designed to determine

causal relationships.

6. (b) amino acids
Explanation: Genes are segments of DNA that contain the instructions for building proteins, which are essential for various cellular functions. Each gene's nucleotide sequence dictates the precise order of amino acids in a protein, thereby determining the protein's structure and function. This process involves transcription of the gene into messenger RNA (mRNA) and subsequent translation of the mRNA into an amino acid sequence by ribosomes.

7. (b) may lose its own life but save close relatives that carry the gene promoting this "altruistic" behavior.
Explanation: Kin selection theory proposes that altruistic behavior can evolve if it benefits relatives who share the same genes. While the individual may incur some risk or cost, if it helps close relatives survive and reproduce, it increases the likelihood that the genes promoting altruistic behavior will be passed on to future generations. This aligns with the broader principles of natural selection, where traits that enhance reproductive success tend to become more prevalent in a population over time.

8. (a) 4 3 2 1
(A) James–Lange Theory → (IV) This theory states that emotions result from our awareness of physiological responses to emotion-arousing stimuli. We feel afraid because we tremble.
(B) Cannon–Bard Theory → (III) This theory proposes that an emotion-arousing stimulus triggers both physiological responses and emotional experience simultaneously. We feel fear and our heart races at the same time.
(C) Opponent Process Theory → (II) This theory explains that emotions work in pairs of opposites (pleasure–pain, fear–relief); experiencing one suppresses the other. Feeling fear may later produce relief once the fear subsides.
(D) Two-Factor Theory (Schachter–Singer)→ (I) This theory states that emotion results from physiological arousal and cognitive labeling of that arousal. We interpret our arousal to decide what emotion we feel.

9. (c) law of association by contiguity.
Explanation: Aristotle's proposition about learning occurring when two events are experienced close together in space and time is known as the law of association by contiguity. This principle suggests that the association between stimuli and responses strengthens when they are experienced in close proximity, leading to the formation of associations or connections in the mind.

10. (b) purposes.
Explanation: Functionalists, such as William James, emphasized the importance of understanding the purpose or function of mental processes and behavior. They believed that studying the adaptive functions of mental processes and behavior was essential for understanding the human mind. This perspective contrasted with structuralism, which focused on breaking down mental processes into their elemental parts and processes.

11. (d) functionalism.
Explanation: Darwin's emphasis on the survival value of behavior, as outlined in his theory of evolution by natural selection, was a major influence on functionalism. Functionalists, such as William James, emphasized the adaptive functions of behavior and mental processes. They believed that understanding how mental processes and behavior contribute to an organism's survival and adaptation to its environment was crucial for understanding psychology.

12. (c) experiment.
Explanation: In an experiment, the researcher systematically manipulates one variable, known as the independent variable, while controlling or holding constant other variables, to observe the effect on another variable, called the dependent variable. This allows researchers to establish cause-and-effect relationships between variables. In contrast, a correlational study examines the relationship between two or more variables without manipulation, while an observational study involves observing and recording behavior without intervening or manipulating variables.

13. (b) hormones and neurotransmitters can be chemically identical.
Explanation: Endorphins and norepinephrine are examples of substances that act both as hormones, which are chemical messengers released into the bloodstream to affect distant target organs, and as neurotransmitters, which are chemicals that transmit signals across nerve synapses. This duality illustrates that certain substances in the body can serve both hormonal and neurotransmitter functions. It highlights the overlap and interaction between the endocrine system (which produces hormones) and the nervous system (which utilizes neurotransmitters) in regulating physiological processes.

14. (a) psychometric personality test.
Explanation: The MMPI (Minnesota Multiphasic Personality Inventory) is a well-known psychometric personality test used for clinical assessment and psychological evaluation. It assesses various aspects of personality, such as emotional functioning, psychopathology,

and personality traits, through a series of standardized questions or statements. Its structured format and scoring system make it a valuable tool in assessing personality and identifying potential psychological issues or disorders.

15. (c) depression and anxiety disorders.
Explanation: Beck's cognitive therapy, also known as cognitive-behavioral therapy (CBT), is specifically designed to treat depression and anxiety disorders. It focuses on identifying and changing negative thought patterns and beliefs that contribute to the development and maintenance of these disorders. By challenging distorted thinking and promoting more adaptive ways of thinking and behaving, CBT aims to alleviate symptoms of depression and anxiety and improve overall psychological well-being.

16. (d) empathy.
Explanation: Carl Rogers' reflection technique is a core aspect of his client-centered therapy, which emphasizes empathy. By reflecting back the client's emotions and ideas, the therapist demonstrates that they are actively listening, trying to understand the client's world, and validating their feelings.

17. (a) excitatory
Explanation: Neurotransmitters increase the rate of action potentials in the postsynaptic cell at excitatory synapses. Excitatory neurotransmitters bind to receptors on the postsynaptic neuron and increase the likelihood that the neuron will fire an action potential.

18. (d) (A) is false, but (R) is true.
Explanation: The assertion (A) that a neuron without an axon cannot transmit information even to other neurons immediately adjacent to it is false. Some types of neurons, such as those found in certain species, can have no axon and still transmit signals from their dendrites. These are known as anaxonic neurons and are capable of communicating with adjacent neurons.
The reason (R) is true; dendrites typically receive information from other neurons, and axons usually transmit it forward. However, since the assertion (A) is false, (R) cannot be the correct explanation for (A).

19. (c) increase the pressure that incoming sound waves place on the inner ear.
Explanation: The ossicles, consisting of the malleus, incus, and stapes, transmit vibrations from the tympanic membrane to the oval window of the inner ear. As the sound waves vibrate the tympanic membrane, the ossicles amplify the force of these vibrations through

a lever action. This allows more efficient transfer of sound energy from the air to the fluid-filled inner ear.

20. (b) decay; not well.
Explanation: According to the decay theory of forgetting, memories fade or decay over time due to the mere passage of time. This theory suggests that unused or unrehearsed memories gradually become inaccessible or forgotten. However, this theory is not well accepted today because of several limitations and contrary evidence. More widely accepted is the interference theory, which proposes that forgetting occurs due to interference from other memories or information learned before or after the target memory. New memories or experiences can interfere with and disrupt the retrieval of older memories, leading to forgetting.

21. (b) would be reflected in simple sensory and motor abilities, but he found only weak correlations among such measures.
Explanation: Francis Galton, a cousin of Charles Darwin, was a pioneer in the study of individual differences and the heritability of intelligence. He believed that intelligence would be reflected in simple sensory and motor abilities, such as reaction time, visual acuity, and muscular strength.
Galton conducted research to investigate the relationship between these types of measures and intelligence. However, he found only weak correlations among these measures, indicating that they were not strong indicators of overall intellectual ability.

22. (b) grammar.
Explanation: Grammar refers to the systematic rules and principles that govern the structure and formation of sentences, phrases, and words in a particular language. It defines how linguistic units, such as phonemes (sounds), morphemes (smallest meaningful units), words, and phrases, can be combined and arranged to form larger and more complex structures.
The different levels of linguistic units are organized in a hierarchical structure, and grammar provides the rules for how these units can be combined at each level to form the next higher level. For example, phonemes combine to form morphemes, morphemes combine to form words, words combine to form phrases, and phrases combine to form sentences.

23. (c) apprentice.
Explanation: According to Vygotsky's theory, cognitive development is a socially mediated process, where children learn through interactions and guidance from more knowledgeable individuals, such as parents, teachers, or older peers. He emphasized the importance of social

and cultural contexts in shaping a child's cognitive abilities and knowledge acquisition. Vygotsky likened the developing child to an apprentice who learns from a skilled mentor or expert. Just as an apprentice learns a craft or trade through guidance, modeling, and scaffolding from a master, a child acquires knowledge, skills, and cognitive abilities through social interactions and support from more knowledgeable others.

24. (d) preoperational.
Explanation: Preoperational stage (2 to 7 years): Children begin to develop language and symbolic thinking, but their thinking is still egocentric and tied to the present moment. During the preoperational stage, children become less bound by the immediate, concrete reality and can start thinking about things that are not physically present. They develop the ability to use symbols, engage in pretend play, and understand simple concepts of time and space. However, their thinking is still egocentric and lacks logical reasoning abilities.

25. (d) gives children a context for learning about rules and social roles.
Explanation: Vygotsky, a prominent Soviet psychologist, placed great emphasis on the role of social interactions and cultural context in cognitive development. He viewed play as a crucial activity that contributes to a child's cognitive and social development.
In Vygotsky's view, play creates a "zone of proximal development" where children can engage in activities beyond their current developmental level with the guidance and support of more knowledgeable individuals or peers. Through play, children learn to follow rules, take on different social roles, and develop their abstract thinking and self-regulation skills.

26. (a) the whole network of people as well as the social setting to which a developing person must adapt psychologically, which varies across cultures.
Explanation: Bronfenbrenner's ecological systems theory proposes that human development is influenced by various nested systems or environments, ranging from the most immediate (microsystem) to the most remote (macrosystem). These systems interact with and influence one another, creating a complex network of relationships and contexts that shape an individual's development.
The term "social ecology" encompasses the whole network of people, social settings, and environments that a developing person must adapt to psychologically. This network includes the family, school, community, and broader cultural and societal contexts. Bronfenbrenner recognized that these social ecologies can vary across cultures, as different cultural contexts provide unique environments and experiences that shape development.

27. (a) It is at least partially the result of endorphins in the brain.
Explanation: Endorphins are natural pain-relieving chemicals produced by the body, and they act on the same receptors as opioid drugs like morphine. During highly stressful or traumatic situations, the body releases endorphins as a protective mechanism to reduce the perception of pain.
Research has shown that the analgesic effects observed in stress-induced analgesia are at least partially mediated by the release of endorphins in the brain. Blocking the action of endorphins or their receptors can diminish or eliminate the analgesic effects induced by stress. Stress-induced analgesia is not purely psychological but involves physiological mechanisms, particularly the endogenous opioid system.

28. (d) are complementary and both have been supported by physiological data.
Explanation: The trichromatic theory states that color vision is based on the activity of three types of cones sensitive to different wavelengths of light, namely red, green, and blue. On the other hand, the opponent-process theory proposes that color vision is based on pairs of antagonistic colors (e.g., red-green, blue-yellow, black-white) that are processed in opponent channels in the visual system. Physiological evidence supports both theories. The trichromatic theory is supported by the existence of three types of cones in the retina, each sensitive to different wavelengths of light.

29. (c) binocular disparity.
Explanation: Binocular disparity refers to the slight difference in the retinal images of an object between the left and right eyes due to their slightly different positions. When we view pictures of the same object taken from slightly different angles with each eye, binocular disparity provides important depth cues. The brain integrates these slightly different views to perceive depth and create a three-dimensional representation of the object.

30. (d) both b and c.
Explanation: Theories of attention differ in two key aspects:
Selector Mechanism: Some theories propose a “filter” or “bottleneck” that selects which information gets processed further, while others suggest a more flexible allocation of attention based on various factors.
Preattentive Processing: Some theories acknowledge a stage of processing before attention is allocated (preattentive processing), while others propose attention is needed for all processing.

31. (c) foot-in-the-door.

Explanation: The foot-in-the-door technique is a compliance strategy used in persuasion and sales, where a person is first asked to comply with a small request, and then a larger request is made after the initial request has been granted.
In the given scenario, the salesperson gets potential customers to say things consistent with the idea that owning the product would be a good thing. This is done by first making a small, easy-to-agree-with request or statement, which the customer complies with or agrees to. Once the customer has agreed to the initial request, the salesperson then makes a larger request, which in this case is likely to purchase the product.

32. (d) both a and b.
Explanation: According to research, deindividuation seems to be due to a combination of factors:
a) Reduced accountability that comes from anonymity in the crowd:
When individuals are part of a large group or crowd, they feel a sense of anonymity and reduced accountability for their actions. This perceived lack of individual responsibility can lead to a decreased concern for social norms and a greater likelihood of engaging in behavior that they might otherwise avoid.
b) Attention being shifted away from the self toward arousing external stimulation:
In crowd situations, individuals often experience high levels of arousal and stimulation from the environment, such as noise, movement, and the presence of others. This external stimulation can shift their attention away from their personal identities and self-awareness, making them more susceptible to the influence of the group and less inhibited in their behavior.

33. (b) actualization, the direction for which must be determined from within the individual.
Explanation: Humanistic psychology emphasizes the importance of self-actualization, which is the process of realizing one's full potential and achieving personal growth. This process is driven by the individual's own desires and motivations, rather than being determined by external factors such as the environment.

34. (a) It represents only a small portion of the mind.
Explanation: Freud's Iceberg Analogy: He famously compared the mind to an iceberg, where the conscious mind is the tip, representing a small portion above the water. The much larger unconscious mind lies beneath the surface. Limited Access to Unconscious: Freud believed the unconscious mind held repressed thoughts, desires, and conflicts that influenced our behavior but were not readily accessible to our conscious awareness.

35. (d) both (B) and (C)
Explanation: If the critical level, a, Which indicates the probability of making a Type I error, is increased, then the probability of making that error is increased. Since the larger the value of a, the smaller the value of B, the probability of making a Type II error decreases. A Type I error is rejecting the null hypothesis when it is actually true, and a type II error is not rejecting the null hypothesis when it is false.

36. (c) syntax.
Explanation: Syntax refers to the set of rules governing the structure of sentences in a language. Psycholinguists propose that through the application of these rules, individuals can understand and produce sentences correctly. It involves understanding how words are combined to form phrases and sentences, including aspects such as word order, sentence structure, and grammatical relationships. Syntax plays a fundamental role in language comprehension and production.

37. (d) 3 4 2 1
Explanation:
(A) Eric - (III) Psychosocial Development (referring to Erik Erikson's theory)
(B) Kohlberg - (IV) Moral development (referring to Lawrence Kohlberg's stages of moral development)
(C) Eysenck - (II) PEN model (referring to Hans Eysenck's personality model)
(D) Bowlby - (I) Attachment theory (referring to John Bowlby's attachment theory)

38. (b) psychoanalytic hypothesis
Explanation: The psychoanalytic hypothesis, proposed by Freud, suggests that dreams are expressions of our unconscious desires, fears, and conflicts. According to Freud, dreams provide a window into the unconscious mind, revealing repressed thoughts and emotions. Freud believed that dream analysis could uncover hidden meanings and psychological issues, offering insights into a person's innermost thoughts and motivations.

39. (c) black and white vision is to color vision.
Explanation: Rods and cones are photoreceptor cells in the retina responsible for vision. Rods are sensitive to low light levels and are mainly responsible for black and white vision, while cones are responsible for color vision and function best in bright light. Therefore, the relationship between rods and cones is analogous to the relationship between black and white vision and color vision.

40. (b) basilar membrane; cochlea
Explanation: The cilia (hair cells) are embedded in the basilar membrane, which is a part of the cochlea in the inner ear. The cochlea is a spiral-shaped organ that is essential for hearing. The basilar membrane supports the organ of Corti, where the sensory hair cells (cilia) are located. These hair cells convert sound vibrations into electrical signals that the brain interprets as sound. Thus, the cilia are situated within the basilar membrane of the cochlea.

41. (d) all of the above are differences.
Explanation: Classical and operant conditioning differ in several ways:
a) Classical conditioning does not involve consequences. It involves learning through association, where a neutral stimulus becomes associated with a reflexive response.
b) Classical conditioning involves reflexive responses. It deals with automatic, involuntary responses to stimuli.
c) Complex responses are more likely to be learned via operant conditioning than via classical conditioning. Operant conditioning involves learning through consequences (rewards and punishments) and is used for voluntary behaviors.

42. (a) social-cognitive theorists study higher-level cognitive processes as well as environmental influences.
Explanation: Social-cognitive theories emphasize the importance of mental processes like attention, memory, and motivation in learning. Unlike conditioning models, which focus primarily on direct interactions with the environment through stimuli and responses, social-cognitive theories incorporate the understanding that individuals can learn by observing others (observational learning) and through internal cognitive processes. This approach considers both environmental factors and cognitive functions, providing a more comprehensive understanding of learning.

43. (d) all of the above
Explanation: Both the prison study (Stanford prison experiment) and the obedience study (Milgram's experiment) concluded that:
a) The roles people played influenced their behavior more than their personalities. Participants' actions were significantly shaped by the roles they were assigned, rather than their individual characteristics.
b) What people did depended on the role they were assigned. The behavior of participants was heavily influenced by the specific roles they were given (guards or prisoners in the prison study, and teachers in the obedience study).

c) Social roles and obligations have a powerful influence on behavior. Both studies demonstrated that social contexts and perceived obligations can strongly dictate individuals' actions, often overriding personal morals and beliefs.

44. (d) ethnocentrism
Explanation: Ethnocentrism is the belief that one's own culture, ethnic group, or nationality is superior to others. This often leads to judging other cultures by the standards and values of one's own, which can result in misunderstanding and misinterpretation of other cultural practices. It contrasts with a more open and comparative approach that seeks to understand and appreciate cultural diversity without assuming the superiority of any particular group.

45. (b) a heuristic
Explanation: A heuristic is a mental shortcut or rule of thumb that simplifies decision-making. When deciding what courses to take, students often use heuristics such as choosing subjects of interest, considering the reputation of professors, or selecting courses that fit their schedules. This approach is more practical and efficient than using a detailed, step-by-step algorithm, engaging in complex deductive reasoning, or relying on hindsight.

46. (c) parallel distributed processing model
Explanation: The parallel distributed processing (PDP) model, also known as the connectionist model, posits that knowledge in the brain is represented through connections among numerous interacting processing units (neurons) distributed across a vast network. These units operate simultaneously (in parallel), allowing for complex, efficient information processing and pattern recognition, mimicking the way the human brain works. This model contrasts with more linear and sequential models like the "three-box" model or traditional information-processing models.

47. (a) the neuron's ability to release neurotransmitters; permanent structural changes in the brain.
Explanation: Short-term memory involves changes in the neuron's ability to release neurotransmitters, which facilitate the temporary storage of information. This process allows for the rapid communication between neurons involved in short-term memory.
Long-term memory, on the other hand, involves permanent structural changes in the brain, such as the formation of new synaptic connections or alterations in existing ones. These changes lead to the establishment of enduring memory traces that can persist over time.

48. (b) cortex

Explanation: The cortex, particularly the prefrontal cortex, plays a crucial role in decision-making and impulse control. It can override automatic or impulsive responses generated by subcortical structures like the limbic system (which includes regions like the amygdala involved in emotional processing and responses).
When there's a more accurate appraisal of a situation, the cortex can exert executive control, weighing different options, considering consequences, and potentially inhibiting or modulating the response generated by the limbic system. This process allows for more reasoned and adaptive behavior.

49. (c) Extrinsic motives, such as gaining partner or peer approval.
Explanation: Risky sexual behavior, such as not using birth control or having many partners, is often associated with external or extrinsic motives, such as seeking approval from partners or peers. Individuals engaging in risky sexual behaviors may do so to gain acceptance, validation, or approval from others. These behaviors may also be influenced by societal norms or peer pressure rather than solely driven by internal or intrinsic motives like intimacy or personal enhancement.

50. (a) based on whether the person has internal or external locus of control.
Explanation: The locus of control refers to an individual's belief about the extent to which their actions can influence events. People with an internal locus of control believe they can control their life events through their own efforts and actions, whereas people with an external locus of control believe their lives are controlled by external factors, such as fate, luck, or other people. While the concept of locus of control can explain some differences in behavior and attitudes, it doesn't directly address why a person might be friendly at work and hostile at home. This explanation is more directly related to how situational factors and individual perceptions influence behavior, which is the focus of social-cognitive theory.

51. (d) Responsibility
Explanation: Responsibility is not typically considered one of the primary traits in the Big Five Factor Model of personality. Instead, the five main traits are:
Openness to experience
Conscientiousness (which includes traits like responsibility, organization, and dependability)
Extraversion
Agreeableness
Neuroticism

52. (a) Divergent thinking

Explanation: Divergent thinking refers to the ability to think creatively and generate multiple unique ideas or solutions to a problem. It involves exploring various possibilities and perspectives, thinking outside the box, and generating novel alternatives. Divergent thinking is essential for creativity and innovation as it allows individuals to break away from conventional patterns of thought and explore new avenues of thinking.

53. (b) Sternberg's Triarchic Theory of Intelligence
Explanation:
Sternberg's Triarchic Theory of Intelligence emphasizes the importance of practical skills and contextual adaptation, along with analytical and creative abilities. According to this theory, intelligence is comprised of three aspects:
Analytical Intelligence: This aspect is similar to traditional notions of intelligence and involves problem-solving, critical thinking, and academic abilities.
Creative Intelligence: This aspect refers to the ability to generate novel ideas, adapt to new situations, and think outside the box.
Practical Intelligence: This aspect focuses on practical skills, social competence, and the ability to adapt to different contexts effectively.

54. (b) Ordinal
Explanation: In a Likert scale, participants are asked to rate their level of agreement or disagreement with a statement by selecting from a range of options (e.g., "strongly disagree," "disagree," "neutral," "agree," "strongly agree"). These options represent categories or levels of agreement, but they do not have a consistent numerical distance between them. Therefore, the data obtained from a Likert scale are considered ordinal, as they have an inherent order but lack equal intervals between the response categories.

55. (a) Leon Festinger
Explanation: Leon Festinger proposed the theory of cognitive dissonance, which suggests that individuals experience psychological discomfort when their beliefs or attitudes conflict with their actions, leading them to seek consistency.

56. (c) Edward Deci and Richard Ryan
Explanation: Edward Deci and Richard Ryan developed the theory of self-determination, which suggests that humans have innate psychological needs for autonomy, competence, and relatedness. This theory proposes that satisfying these fundamental needs is essential for psychological well-being, intrinsic motivation, and personal growth. It emphasizes the importance of internal sources of motivation and the role of autonomy in driving human

behavior.

57. (b) Finding the one correct answer to a math problem
Explanation: Convergent thinking involves narrowing down multiple possibilities to find a single correct answer or solution to a problem. It typically follows a linear and logical approach aimed at identifying the most appropriate or accurate response. Finding the one correct answer to a math problem exemplifies convergent thinking because it involves applying logical reasoning and systematic steps to arrive at a definitive solution.

58. (d) REM sleep behavior disorder
Explanation: REM sleep behavior disorder (RBD) is a sleep disorder characterized by acting out vivid dreams during the rapid eye movement (REM) stage of sleep. During REM sleep, the body normally experiences temporary paralysis, known as REM atonia, which prevents individuals from physically reacting to their dreams. However, in RBD, this paralysis mechanism is impaired, leading to the individual physically acting out their dreams. This can result in potentially dangerous behaviors, such as kicking, punching, or moving violently, which may cause injury to the individual or their sleep partner.

59. (a) Texture gradient
Explanation: Texture gradient is a monocular depth cue that refers to the perception of depth based on the gradual reduction in detail as objects recede into the distance. Objects that are closer appear to have more distinct texture or detail, while objects farther away appear to have less detail or finer texture. This difference in texture provides visual information about the relative distance and depth of objects in the scene.

60. (b) Anterograde amnesia
Explanation: Anterograde amnesia is a type of amnesia characterized by the inability to form new memories following an injury or trauma. Individuals with anterograde amnesia may have intact memories of events that occurred before the injury (retrograde memory), but they struggle to create new memories after the onset of amnesia. This condition can significantly impact daily functioning and the ability to learn new information or experiences.

61. (b) Adrenaline
Explanation: Adrenaline, also known as epinephrine, is a neurotransmitter and hormone responsible for transmitting signals between nerve cells in the sympathetic nervous system. It plays a crucial role in the body's "fight or flight" response, preparing the body for action in response to stress or danger. Adrenaline triggers physiological changes such as increased

heart rate, dilation of airways, and release of glucose into the bloodstream, all of which help the body respond quickly and effectively to threatening situations.

62. (c) Carl Jung
Explanation: Carl Jung proposed the concept of the "collective unconscious," which suggests that humans inherit universal symbols, themes, and experiences from their ancestors. According to Jung, the collective unconscious contains archetypes, which are universal symbols and patterns that are common across different cultures and have deep psychological significance. These archetypes manifest in myths, dreams, and cultural symbols, influencing human behavior, perceptions, and experiences.

63. (b) Collecting data from the same individuals over an extended period
Explanation: Longitudinal surveys involve collecting data from the same individuals over an extended period of time. This approach allows researchers to track changes and developments within the same group of participants over time, providing insights into individual trajectories, developmental patterns, and the effects of various factors on behavior or outcomes. Longitudinal surveys are valuable for studying phenomena that unfold over time and for understanding processes of change and stability within individuals or populations.

64. (c) They believe in empowering employees and delegating authority
Explanation: According to McGregor's theory of motivation, Theory Y managers believe that employees are inherently motivated and responsible. They trust that employees will work towards organizational goals if given the opportunity and support. Theory Y managers tend to empower employees, delegate authority, encourage participation, and create a supportive work environment. This management approach contrasts with Theory X, which assumes that employees are inherently lazy and require strict supervision and control to perform effectively.

65. (b) Physiological responses and emotions occur simultaneously but independently
Explanation: According to the Cannon-Bard theory of emotion, physiological responses and emotions occur simultaneously but independently of each other. This theory suggests that when an emotion-provoking event occurs, physiological changes and emotional experiences happen at the same time but are separate processes. In other words, the theory proposes that emotional experiences are not dependent on physiological arousal but rather occur concurrently.

66. (b) Caffeine consumption
Explanation: In experimental research, the independent variable is the factor that the researcher manipulates or controls to observe its effect on the dependent variable. In this study, the researcher wants to investigate the effect of caffeine consumption on reaction time. Therefore, the independent variable is caffeine consumption because it is the factor being manipulated by the researcher (i.e., some participants will consume caffeine while others will not).

67. (c) Fixed interval
Explanation: In operant conditioning, reinforcement schedules dictate how and when reinforcement is delivered following a behavior. In a fixed interval schedule, reinforcement is delivered after a specific amount of time has elapsed since the last reinforcement, regardless of how many responses occur within that time frame. This means that the first response after the specified time interval is reinforced. Fixed ratio schedules provide reinforcement after a specific number of responses, variable ratio schedules deliver reinforcement after an unpredictable number of responses, and variable interval schedules provide reinforcement after varying amounts of time have elapsed.

68. (a) Shaping
Explanation: Shaping is the process of reinforcing successive approximations of a desired behavior until the desired behavior is achieved. In shaping, behaviors that are closer and closer to the desired behavior are reinforced, gradually guiding the individual toward the target behavior. This technique is often used to teach complex behaviors that cannot be easily elicited through a single response. Extinction refers to the gradual decrease in the frequency or strength of a behavior when it is no longer reinforced.

69. (a) 0.05
Explanation: In psychology research, a significance level of 0.05 (or 5%) is commonly used. This significance level indicates that there is a 5% chance (or less) that the results obtained occurred by random chance alone. In other words, if the obtained p-value is less than 0.05, the results are considered statistically significant, suggesting that there is likely a genuine effect or relationship present in the data. This significance level is widely used in hypothesis testing and statistical analysis within the field of psychology.

70. (b) Fear of leaving one's home or being in open spaces
Explanation: Agoraphobia is characterized by a fear or avoidance of situations or places where escape might be difficult or help might not be available in the event of panic

symptoms or other incapacitating or embarrassing symptoms. Commonly, individuals with agoraphobia fear being outside the home alone, being in open spaces, being in enclosed spaces, standing in line or being in a crowd, or using public transportation. This fear typically leads to avoidance behavior, which can significantly impair daily functioning and quality of life.

71. (a) Sensorimotor
Explanation: According to Piaget's theory of cognitive development, the sensorimotor stage occurs during infancy, typically from birth to around 2 years of age. This stage is characterized by significant cognitive development, including the development of object permanence. Object permanence refers to the understanding that objects continue to exist even when they are not visible or otherwise perceptible. In the sensorimotor stage, infants gradually acquire this understanding through exploration and interaction with their environment.

72. (d) Ewald Hering
Explanation: The opponent process theory of color vision was proposed by Ewald Hering. This theory suggests that color perception is based on three pairs of opponent colors: red-green, blue-yellow, and black-white. According to Hering's theory, these pairs of colors are processed in opponent fashion by retinal ganglion cells and visual processing centers in the brain, resulting in the perception of color afterimage effects and color contrast phenomena. While Hermann von Helmholtz made significant contributions to our understanding of color vision, including the trichromatic theory, he did not propose the opponent process theory.

73. (b) To compare means between two dependent groups
Explanation: The primary purpose of conducting a paired samples t-test in psychology is to compare the means of two dependent groups. This statistical test is used when the same individuals are measured twice (or paired) under different conditions, treatments, or times. The paired samples t-test assesses whether there is a statistically significant difference between the means of the two related groups. This test is valuable for studying within-subject changes, such as before and after treatment comparisons, or comparing performance on related tasks.

74.(a) Frontal lobe
Explanation: The frontal lobe of the brain is primarily responsible for executive functions such as decision-making, planning, impulse control, and cognitive flexibility. It plays a

critical role in higher-order cognitive processes and behavioral regulation. Damage or dysfunction in the frontal lobe can lead to difficulties in these executive functions, resulting in impaired judgment, impulsivity, and problems with decision-making and planning.

75. (b) Globus pallidus
Explanation: The globus pallidus is a component of the basal ganglia, a group of nuclei located deep within the cerebral hemispheres. The basal ganglia are involved in various functions, including motor control, cognition, and emotion regulation. Specifically, the globus pallidus plays a crucial role in regulating and modulating voluntary movements by inhibiting motor activity. Dysfunction of the globus pallidus can lead to movement disorders such as Parkinson's disease and dystonia.

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About the author

Arvind Otta is a prevalent name who has been working continuously for many years toward human rights and equality for persons suffering from mental health issues and playing a vital role in reducing stigma and taboos related to mental health. He has been awarded the Gold medal by the contemporary Lok Sabha Speaker in 2003 and Asia's Youngest Best Mental Health Professional in 2018.

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